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eighth grade, and the more progressive stores are adopting policies that favor the secondary-school graduate. Educational qualifications are not the sole considerations. Pleasing personal traits are listed as requisites of the first order for successful salespeople. Store managers strive to merge their workers into a "smooth-running, harmonious whole."

In outlining a training program for retail-store workers Miss Eaves refers to three possible opportunities. She believes that a new and varied emphasis might be placed upon certain elementary-school subjects such as geography, history, arithmetic, and penmanship. The fact that from one-fourth to one-third of the young people of Boston serve in stores at one time or another justifies, in her mind, a refocusing upon these subjects. She also maintains that continuation and secondary schools should provide definite training for store service. Her third opportunity comes within the store, because certain forms of training "can be most effectively given at the places of employment."

This study discusses in an illuminating manner such topics as store organization, sex and age distribution, cultural value of training for store service, shifting of young store workers, and many others so vital that school administrators, teachers of commercial branches, and store managers as well, can ill afford to pass it by.

Evening play centers.—The problem of providing adequate play facilities for children in our urban centers remains to be solved. One has only to go to a congested district in any large city to find that the street is the play center. In daytime the street is at best a poor playground, but at night the dark streets of a city afford little wholesome attraction to the normal child.

Twenty-two years ago a movement was set on foot in England to provide play centers for children which would give the children a place to go in the evening. The origin and growth of this movement are described in an interesting fashion by the author of a little book recently received.¹ Mrs. Trevelyan, whose heart and soul are in the work she describes, tells in this book of the clubs, the playgrounds, vacation schools, and other activities which have grown up in the last quarter of a century, and which give the children of England the means of play and space to play in, under a light and wise discipline.

The major portion of the book is taken up with the history of the movement. The first play-center experiment was launched in London in 1897 and by stages the original effort has grown into a movement which bids fair to cover all the large centers of population in England. The way in which Mrs. Trevelyan sketches the development of the work is made doubly important by the fact that she has been connected with the movement from the very first and in her writing makes many references to her diary as well as her own personal memory. New methods of conducting play centers are emphasized, and many useful suggestions are to be found in the book. The appendix

¹ JANET PENROSE TREVELYAN, *Evening Play Centres for Children*. New York: E. P. Dutton & Co., 1920. Pp. xxii+183.

contains suggestions on organizing play centers for the present-day needs, lists of hall and playground games, and other valuable information.

The value of play centers to the community as well as to the children need not be demonstrated. However, by calling attention to fresh methods the book makes a real contribution to the progress of a movement which is "fraught with the utmost possibilities for the benefit of the rising generation."

Principles of teaching.—There are two types of books which present discussions of the principles of teaching. One type states these principles in the briefest possible way and then fills up the major portion of the book with descriptions of special devices for presenting material, concrete lesson plans and outlines, and various other kinds of direct helps for the teacher. The other type of book attempts to determine the essential principles, state these clearly, and so emphasize them in the discussion that they shall become guiding factors for the teacher who makes an effort really to think them through. A book¹ of this latter type has recently been written by Professor Turner.

The author attempts to present in compact form the essential principles which a teacher would need to master in order to provide a background for answering the numerous detailed questions of method which continually arise. The general scope of the book is well stated in the following paragraph taken from the editor's introduction:

The author has for years been the director of a training school. His program of education and outline of principles are the result of thousands of recitations that he has observed. At the very outset he differentiates teaching from other forms of activity. He defines aims of public school teaching in terms of social needs; describes the origin, growth, and organization of subject-matter and shows its functional implications; explains clearly how the child is the chief determinant of method; applies the principles thus arrived at to ways of learning, acquisition of habits, the development of appreciation, means of imposing responsibility; outlines the character of stimuli involved in good teaching, and finally shows how these essentials of good teaching should actually be employed in the presentation of the various elementary-school subjects.

The book provides a brief but clear statement of the generally accepted principles of teaching. It will probably serve a more useful purpose as a handbook for teachers in service than as a textbook for a class in methods.

Nursery schools.—There is a growing belief that in many localities children between the ages of two and six years should be taken from their homes and, for at least a few hours each day, brought under institutional care. The purpose of such an institution is to see to it that the child starts life with as sound a body as it is possible for him to have. It is concerned but incidentally with the acquisition of formal knowledge, devoting itself chiefly to the discovery and correction of remediable physical defects and the

¹ EDWIN ARTHUR TURNER, *The Essentials of Good Teaching*. Boston: D. C. Heath & Co., 1920. Pp. xiii+271.